



Introduction

Implementation Strategy

SEA Work Plan Grid



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SECONDARY EDUCATION ACTIVITY

USAID/MACEDONIA SECONDARY EDUCATION ACTIVITY

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1. Executive Summary

As the project approaches its mid point, some of the fruits are starting to appear. At the same time, new challenges appeared with the enactment of the laws on decentralization in July 2005. The first effects of delegation of power to school boards and mayors became evident. Some mayors attempted to unilaterally replace school directors and tensions rose. A general misunderstanding of the laws was the root of the problem. It will take time to find equilibrium between the central government, municipalities and the grassroots school boards. The project added a new component to help meet a need for school boards to be adequately informed and to organize in order to fulfill their responsibilities and safeguard their newly acquired powers.

Director Certification:

Two cohorts of school directors completed the training cycle needed before taking the director's exam. Cohort 3 was started, comprised of 60 directors.

The Director Certification Program (DCP) trainers have filed their documents to form a training institution. Once they have founded the institution, they will apply for accreditation to provide the training cycle for director certification.

The MoES is in the process of certifying training providers, and SEA has offered to provide workshops for the newly accredited institution to assure continuity in content and quality of the training program.

Teacher Training:

The teacher training teams from the fifteen schools of Cohort 1 are nearing completion of the first stage of dissemination. Over 95 percent of the teachers attended local workshops conducted by the teacher trainers, remarkable achievement. Only two schools have one workshop to finish in January. Then they will help teachers to complete their portfolios and earn the qualification certificate.

Cohort 2 teacher trainers finished the first series of workshops. The Cohort Trainers recruited from Cohort 1 did an excellent job of training and will continue to follow and coach surrounding school teams in Cohort 2 as they plan their workshops. Cohort 2 schools should complete dissemination workshops before the end of 2006.

Mentoring is the next stage. Preparation for a mentoring program began at the school level. There are many stakeholders, including the MoES, the Inspectorate, Secondary Vocational Center, and university faculties. Two IRA technical consultants piloted ideas for a mentoring system in two schools. They produced a mentoring module that will be piloted in the fifteen schools of Cohort 1 in 2006.

Career Development

School Companies:

Training Companies (Virtual Firms): Four of seven schools have expanded the program. The MoES granted permission for the schools to add another firm (3 instead of 2). It meant granting more teacher contact hours.

School Companies (Real firms): Forty-two of 44 schools have set up companies and are starting operations. The remaining two are waiting for delivery of equipment. Student participation records were developed and distributed to the schools along with records.

Career Centers: All 50 schools have set up career centers. Two teacher and two students from each school attended a workshop on job search skills, CV writing and job interview to kick off the center. Thirty-five copies of modules on job search skill and CV writing were distributed to each center for use by teachers in their classes.

Vocational Student Organizations founded in the thirteen schools that sent students and teachers on a study tour of the USA last year, held meetings with fifty-six other schools to

encourage them to start VSOs. They intend to form a national association in April at the Educational Rendezvous.

Research Monitoring and Evaluation:

The final draft of the annual survey from 2005 was finished and the final report should be out in early 2006. Profile data was collected from sample schools in preparation for the 2006 survey. Components continue to be monitored.

School Board Support:

A school board component was added to assist school boards with their new roles under decentralization. The first event featured two Ministers and the ZELS (association of Mayors) president as keynote speakers to an audience of over 1000 mayors, school board representatives and school directors. The purpose was to show solidarity and agreement between the central and local government representatives on the roles and responsibilities of the reorganized school boards.

2. Achievements by Project Component

2.1. Director Certification

2.1.1. Training of directors

Two cohorts completed the series of workshops required for certification. This represents about half of current school directors. Nearly half of primary school directors do not have the requisite four-year degree. The school boards and mayors are working toward replacing these directors under the new law on decentralization. Once they have worked their way through the legal process, SEA will provide training the new directors.

Approximately 2/3 of the candidates took the Certification Exam and passed. The Exam Commission required each candidate to submit their portfolio of six papers written during training, plus present another paper to the commission, expanding on one of the papers written during training. The principle challenge has been to work through the procedure with the MoES during the first round of training. This is unexplored territory for the ministry.

2.1.1.1. Module 6 – Legislation

The final module in the cycle of six workshops dealt with legal aspects of running a school. Milka Masnikosa, a MoES lawyer with expertise in Macedonian education law, wrote the content for the module. Four DCP trainers developed the exercises for the workshop. Ksenija Mihovar Globokar and Alojz Sirec, experts from the Slovenian National School for Leadership in Education, coached the trainers during the three-day workshop for Cohort 1. Subsequent workshops were delivered by the DCP trainers working hand-in-hand with the MoES expert.

2.1.1.2. “clean up” day

After the final workshop on legislation, participants came back to present their final paper. Each module requires the participant to write a paper that applies the concepts learned to their local situation. Participants presented their papers at the subsequent workshop so all could benefit from each other’s experience and thoughts. This was also an opportunity for participants to present any papers that had not been previously presented.

2.1.1.3. Cohort 1

Eighty-two of 83 secondary school directors completed the training cycle in Cohort 1 on October 31. They received a certificate from SEA stating they successfully completed the cycle. Two thirds of them have already passed the director’s exam. The remaining directors will take the exam by the end of January 2006.

2.1.1.4. Cohort 2

One hundred thirty one primary school directors followed the training in Cohort 2. One hundred twenty six directors completed the training on November 24. Only five directors were tardy in submitting all required papers. They will present them during cohort 3. Cohort 2 directors will take the exam in December and January.

2.1.1.5. Cohort 3

Sixty directors are participating in Cohort 3 making up two groups conducted in Macedonian and one in Albanian. The cohort consists of four secondary school directors, nine dormitory directors and forty seven primary school directors. Two workshops were held, November 25-27, and December 16-18. They will complete their training in April.

2.1.2. Analysis of the certification process

Many questions remained as the certification process entered the final stages of the “director exam”. A commission had been set up by the MoES to administer the exam. Yet, conflicting signals were emanating from the committee and it became apparent that they were struggling to finalize the process. In particular, the project was concerned that the training would be relevant to the exam.

A team of consultants was engaged to assess the certification process. The team consisted of two US experts, Arthur Shapiro and Donald Beaudette and two Slovenian experts, Andrej Koren and Justina Erchulj. Their study started with a short study visit on September 28-30 to the Slovenian National School for Leadership in Education that served as the model for the Macedonian system. The team worked in Macedonia from October 1-9.

The consultants interviewed MoES officials, school directors, the school boards, mayors, and ZELS (Association of Units of Local Government) and produced a report that captured a realistic picture of the current situation capturing the complex issues arising from the decentralization process in education. The report offered clear, thoughtful critique of the certification process and the role the DCP component could play.

Due to the political sensitivity of issues explored, the report was kept an internal project document but shared with interviewees, MoES officials and USAID. The recommendations provided guidelines for the project to follow in the next steps of institutionalizing the certification process. Hopefully, the MoES and ZELS will also utilize the recommendations in their planning efforts.

2.1.3. DCP trainers

The eleven DCP trainers who delivered the workshops decided to form a training institution called the Agency for Professional Leadership. Once the institution is registered, they will apply for accreditation from the MoES to be a training provider for director certification. They submitted their application in September. They are still waiting for an answer. The DCP trainers are taking this step on their own with only moral support from the project. They have the capacity and capability to compete with other institutions on their own.

2.1.4. Accreditation of training providers

In the changes of the Education Laws adopted in July 2005, the MoES was charged with accrediting institutions that will provide training for director certification. So far, four institutions have applied for accreditation. They are the Faculty of Philosophy in Skopje, Faculty of Pedagogy in Bitola, Technical Faculty in Bitola, and the Agency for Professional Leadership formed by the DCP trainers. The first two institutions offer graduate degree in Management in Education. This will provide a market approach that will hopefully hold the cost down, since candidates will need to pay for their training.

SEA has proposed to conduct workshops for the instructors in the institutions to ensure consistency in content and teaching methodology. The fear is that traditional institutions will neglect the interactive methodology that has become the hallmark of the training program and much appreciated by the participants.

2.2 Teacher Training

The teacher-training program approached the midpoint in its program to give teachers in fifty vocational schools a basic grounding in Critical Thinking literacy teaching methodologies. By the end of 2006, all the teachers in these schools will have had the opportunity to attend four workshops and demonstrate their competencies.

The next phase of mentoring teachers started this quarter to support and sustain the use of these teaching methods. The goal is to institutionalize the use of interactive teaching methods and enhance teacher support.

2.2.1. Teacher Training

2.2.1.1. Cohort 1 – 15 school teams

Sixty teacher trainers conducted dissemination workshops in their respective schools. About 600 teachers participated in the workshops. Thirteen schools have completed all four modules with over 95% of the teaching staff attending. Two schools will finish module 4 in January. This is an unqualified success since other projects have faced difficulties getting teachers to attend workshops.

The next step will be for each participant to complete a portfolio. The portfolio contains records of four classroom observations and subsequent discussions; four lesson plans with student products; and a recommendation from the director or pedagogue. Upon completion of the portfolio, the teacher will receive a qualification certificate. Recent changes in educational laws link salary to performance. This gives even more value to these certificates as they may be considered evidence of achievement in the future.

The regional consultants continued to support the teacher training teams throughout dissemination, acting as the liaison between the project and the school. They work with the teams in planning the workshops and report on the progress of teachers completing the requirements for their certificate.

2.2.1.2. Cohort 2 (35 school teams)

2.2.1.2.1. *Last teacher trainer workshop completed October 21-23, 2005*

Two hundred teacher trainers completed the fourth and last module in October. IRA consultants continued to coach the 15 Macedonian cohort trainers during the workshop. A review of the first three modules prepared the teacher trainers to start dissemination in their schools.

2.2.1.2.2. *Facilitation skills workshop – December 9-12, 2005*

This was the final step for teacher trainers before beginning local dissemination is the facilitation workshop. A local consultant from the Faculty of Psychology in Skopje coached the 15 cohort trainers who conducted the workshop. The topics in the interactive workshop included principles and methodologies of teaching adults; experiential learning in a workshop; characteristics of facilitation; communication skills; setting the climate for facilitation; dealing with difficult situations; presentation skills; and planning a workshop.

2.2.1.2.3. *Dissemination workshops*

Cohort 2 school teams developed dissemination plans for their schools that include workshops to cover the four modules and for completing the portfolios required for qualification certificates. They will start dissemination in January 2006, once the teacher trainers have completed their portfolios. The SEA office duplicated and delivered the training guidebooks and material to all thirty-five schools.

2.2.1.3. Module Revision

Since only minor changes were made during the revision of modules One and Two, IRA decided not to revise modules Three and Four. Additional or supplemental information may be made available as needed as opposed to incurring the expense of a major re-editing. A fifth module may be considered.

2.2.2. Creating Teacher Mentoring Program as part of teacher professional development

The project has started working with a two of the schools and the MoES to develop a permanent teacher support/mentoring system. Two IRA technical consultants developed and piloted a mentoring program that could be implemented in the schools. They spent several days working with teachers in two schools to validate their ideas. They then finalized a teacher mentoring program that will be piloted in the 15 schools of Cohort 1 during 2006.

2.3. Career Development

2.3.1. School Companies

2.3.1.1. *Supplying Real School Companies (Real Firms)*

Forty two school companies were equipped by the end of the quarter. The two remaining schools are awaiting equipment delivery. Each company has a grand opening as they commence operation. Some examples of the types of companies are:

- Economic school Strumica, *printing services*
- Forestry school Kavadarci, *green house*
- Electro-technical school Skopje, *electrical services*
- Electromechanical school Prilep, *car-repairing workshop*
- Textile school Tetovo, *textile company*

2.3.1.2. *Student record books piloted and distributed (Real Firms)*

A student record book that documents student participation in the companies was piloted and subsequently distributed to all forty-four schools. Teachers are finding it useful for student assessment.

2.3.1.3. *Module on business development completed (Real Firms)*

Macedonian consultants who had worked with an American consultant last quarter completed a module on the development of a business idea, business plan and record keeping. It will be distributed to the schools early in 2006.

2.3.1.4. *Training Company Program expands (virtual firms)*

Four of the seven schools that adopted school training companies (virtual firms) expanded their programs due to the demand of the students. The project had judiciously included an extra teacher from each of the seven schools during the initial training program. The MoES supported the proposal from the schools by modifying the class load of these teachers to include a class on virtual firms. Now, the schools are lobbying to have the virtual firm incorporated into the standard curriculum.

Teaching supplies for virtual firms was purchased and delivered to seven schools. Each year, the school pays a progressively higher percentage of the costs of supplies until they assume all costs in the final year of the project.

Meetings were held with Kultur Kontakt, the Austrian project that pioneered virtual firms in two schools in Macedonia. Topics discussed with Kultur Kontakt were:

- participation of their schools on the Educational fair
- implementation of VF's in all economic schools
- training for additional teachers in existing VF schools

2.3.2. Career Centers

2.3.2.1. *Career Center Start-up*

2.3.2.1.1. *Training in job search skills completed in 50 schools*

Training in job search skills, resume writing and job interview skills was completed with all 50 schools. Regional workshops were conducted by a private employment agency that also developed the training material.

Each school sent two teachers and two students to participate in the two-day, regional workshops. One of the teachers was usually teaching communications or

language, where they would most like teach resume writing. The inclusion of students (the ultimate clients) in the workshops brought unexpected results. In one case, the students took charge of training their colleagues in the senior class.

2.3.2.1.2. *Fifty career centers equipped*

Schools provided space for the career center. In most cases they refurbished a separate room and furnished it with tables, chairs and internet access. The project provided equipment with a value up to \$2500. The school selected what it felt was needed. In most cases this included a computer and audio visual equipment.

2.3.2.1.3. *Two modules on job search skills and resume writing delivered to schools*

The first two modules on job search skills and resume writing were delivered to all 50 schools. Each school received 35 copies for teachers to use in a typical class that may have up to 35 students. Next quarter additional modules on job interviewing will be delivered along with other audio visual material.

Another unexpected result was that the training provider agreed to post student CVs on their website, <http://www.vrabotuvanje.com.mk>. To date, 500 CVs have been sent in, and will be posted in the near future.

2.3.2.2. *Vocational Student Organizations Expand (VSO)*

The original thirteen VSOs that formed after the study tour to the United States invited all the other vocational schools to attend one of five presentations on the benefits of forming a local VSO. Fifty nine schools attended the presentations. Over 300 students and teachers from sixty-nine schools attended the meetings. They intend to form a national VSO at the educational rendezvous in April.

2.3.2.3. *Plans started for the educational rendezvous (VSO)*

The concept of holding a fair that would bring together all the stakeholders in vocational education gained momentum. The main stakeholders in the education chain are:

- 8th grade primary students (that is when they choose the secondary school and vocation they will pursue);
- secondary schools and students (the schools are recruiting 8th graders and the students are developing vocational skills and choosing between entering the workforce immediately or attending a university);
- faculties (recruiting prospective students);
- businesses or industry (seeking new employees and communicating their needs to schools)

The only venue large enough to host such an event is Skopje Fair that has four convention halls. The project is collaborating with the organizers of “days of education” that traditionally brings faculties together for a fair. They will handle recruiting faculties to participate in the event.

The first year SEA will assume the primary roll to organize the convention assisted by the fledgling VSO organization and teachers. In subsequent years they will assume the lead roll.

2.4. Research, Monitoring and Evaluation

2.4.1. S.O. 3.4 Annual Survey

The draft report on the analysis of the 2005 annual survey was written and the final version should be out early in 2006.

Profile information on 64 schools to be surveyed in 2006 was collected. This information is used to determine the sample. The SEA database on the 50 project schools was also updated.

2.4.2. Monitoring SEA Activities

2.4.2.1. Teacher Developing Component

Questionnaires are being administered to Cohort 2 teacher trainers before each workshop to describe pre and post workshop practices and attitudes.

2.4.2.2. Director Certification Component

A post-workshop questionnaire was administered to Cohort 1 and 2 directors. A follow-up questionnaire will be administered a year later to detect changes in practices.

2.4.2.3. Career Development Component

RME helped pilot the student records for school companies. Summary information from these records may be collected in the future to describe the extent and quality of student participation in the companies.

2.5. School Board Support

With the new law on decentralization of education that went into effect on July 1, 2005, school boards were given new responsibilities in school governance.

This is something new for school board members. Their new role is misunderstood and at time undermined by mayors who also have increased authority at the school level. The project in collaboration with the Ministry of Education and Science and the Ministry for Local Self-Government formed a new component dedicated to school board support in November.

2.5.1. Collaboration established with key stakeholders

During the month of November 2005, the SBS component focused on establishing working relations with organizations that included the Ministry of Education and Science, the Ministry of Local Self Government, ZELS (association of mayors) and other projects working in decentralization such as MDW (Making Decentralization Work) and the EMP (Education Modernization Project funded by World Bank and the Dutch Government).

During the meetings all counterparts welcomed the initiative and expressed their full support and collaboration in future activities.

2.5.2. Conference on School Governance in the Decentralization Process

Three stakeholders in school governance had been feuding since decentralization went into effect on July 1, 2005. The MoES, mayors and school boards were interpreting the new law in various ways. Political tensions were running high as many municipalities elected mayors from opposition parties. In many cases, the new mayors attempted to replace school directors unilaterally. The law states that school boards propose and mayors appoint new school directors.

The school boards had no one to represent their interests in the debate and in most cases appeared to be ignorant of their new roles. After consulting with representative of the MoES and ZELS, the project agreed to host a meeting of school governance stakeholders.

What started out as an idea that called for three regional meetings of approximately 300 each, evolved into one grand media event featuring two Ministers as keynote speakers. The Minister of Education and Science (Dr. Aziz Polozhani), the Minister of Local Self Governance (M.A. Rizvan Sulejmani), the president of ZELS (Mr. Andrej Petrov) and a representative of USAID (Cecilia Sun) agreed to address all school directors, a representative from each school board plus all the mayors. The project organized a 90-minute meeting and invited the stakeholders. With a little over a week to organize the event, everyone was astounded when over 1000 people attended the meeting from all corners of Macedonia. In addition, the two ministries assisted in contacting the media, so the event received full press coverage.

The two ministers outlined the roles of each stakeholder in the decentralized environment. In particular, they voiced their support of school boards and a school board association. This was followed by a short presentation by Milka Masnikosa, a legal expert for the Ministry of Education and Science. Each participant received a copy of the laws on education and a synopsis of the procedures outlined in the laws developed by Ms. Masnikosa.

The conference achieved the goal of laying a firm foundation for the formation of a school board association. The two ministries and ZELS showed united support of school boards. The SBS will be organizing regional meetings where all members of

school boards will be invited to discuss their new roles. Leaders will be identified to form a task force for the formation of a school board association during these meetings.

3. Concerns and challenges

3.1. Director Training

3.1.1. Activist Mayors

Mayors were held to account by the government. Some cases of dismissal of school directors are currently in court, but the laws on decentralization appear to be taking effect.

3.1.2. Unqualified Primary School Directors and Selection of director candidates

Almost half the primary school directors lack the requisite four-year degrees. The MoES helped SEA identify those who will complete their degrees in the near future. These directors form Cohort 3 in director training. SEA will wait for the school boards and mayors to replace the remaining directors according to the procedures laid down in the laws on decentralization. This may take many months.

3.1.3. The Directors Exam

The team of consultants laid out a series of recommendations on the whole director certification process. Among these was the idea that the exam currently administered by the MoES would not be necessary given the rigor of training. Perhaps this will evolve once training providers are accredited.

3.1.4. Accrediting independent institutions

The MoES has been slow in accrediting institutions to provide training for the director certification program. This has turned out to be a positive development. In the interim period, the DCP trainers (those who were trained by SEA; developed the program; and delivered training) decided to found an institution and apply for accreditation. The ministry is currently moving to accredit at least three institutions early in 2006.

3.2. Teacher Training

3.2.1. Cohort 2 dissemination

Cohort 2 dissemination will be a challenge. Cohort 1 had more or less mid-size schools and, in general, the best schools on the project roster. Cohort 2 has more than twice as many schools and a wide variation in size and quality. Attendance is always a worry. If the teachers do not receive the initial training, mentoring will be a greater challenge. The stipends will be diminished for this cohort, and directors have already expressed that this will create tension between the project and schools. The project will work closely with school directors to assure continued support and collaboration.

3.2.2. Institutionalization of teaching methodologies

Although attendance at Cohort 1 dissemination workshops has been excellent (greater than 95percent so far) and most teachers appear to be completing their portfolios, teachers express concerns that the methods may not be applied regularly in the normal curriculum. The challenge will be to initiate a mentoring program to support and encourage teachers. Several key stakeholders are the teachers themselves, the Inspectorate and ultimately the faculties that conduct pre-service teacher training.

The implementation of an effective mentoring program will require close collaboration with the MoES and local school governance bodies. Lead teachers will need some sort of compensation to sustain a program. This could come in the form of dedicating a portion of their hours during the workday to mentoring. In any case, it

will have budgetary implications for the MoES. The project will discuss the issue with the MoES.

In addition, new teachers entering the profession need to come prepared to teach. That means these methods should find a home in the teacher preparation curriculum. No funds have been programmed by the project for direct aid to these institutions. The most the project may be able to accomplish is to rely on their good graces to participate in the mentoring program and adapt their courses to include the essential elements of the modules developed by SEA.

3.3. Career Development

3.3.1. Looking beyond career centers and school companies

Now that the infrastructure is in place for the school companies and career centers, the emphasis will be shifting toward utilizing them as an effective tool for teachers and students. The essential ingredient will be the vocation student organization. The VSO provides a vehicle to reach out to industry and gain recognition for its members.

Recognition is the first step to motivate schools to reinvest in their companies. In most cases this will mean setting aside earnings to expand or re-equip the companies they have started. The educational rendezvous will give them the opportunity to market their wares, display their accomplishments and attract the attention of industry. The challenge will be to establish a permanent link between industry and the schools. Getting them together in such an event is a giant step in that direction.

3.3. School Board Support

3.3.1. Identification of potential leaders

Creating a task force of school board members to found an association will be the next step in school board support. The project will attempt to have a wide representation on the task force from diverse political parties and ethnic groups. The next set of meetings will be held regionally with all board members invited to attend. In addition to disseminating information on duties and rights of school boards, the coordinator will introduce the concept of a national association and ask volunteers to serve on a task force.

4. Progress by Work Plan Activity

The tables on the following pages track progress against the new work plan for 2004-200

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 1: More engaging, relevant classroom instruction					
SEA Result 1.1: Trained teachers using elements of contextual learning in the teaching process.	Cohort 1 teacher trainers master competencies in 4 modules in interactive learning	Cohort 1 teacher trainers finish dissemination workshops in their respective schools.	4 modules disseminated in 15 schools by teacher trainers with an average of 90% attendance	October – November	13 of 15 schools completed all 4 modules in dissemination workshops with over 95% attendance (about 600 teachers)
		Teachers trained in Cohort 1 schools demonstrate competency in active learning methods by completing portfolios demonstrating mastery of each module	90% of teachers complete portfolios	October - January	In progress
	Cohort 2 teacher trainers master competencies in 4 modules in interactive learning	Series of four workshops completed by teacher trainers	Participants earn attendance certificates	October	Completed – 140 teacher trainers completed workshops
		Facilitation skills workshop completed by teacher trainers	Participants in attendance	December	Completed – 140 teacher trainers completed workshop
		Teacher trainers complete requirements for qualification	Completed Portfolio	December - January	140 teacher trainers with completed portfolios - complete
		Four modules disseminated in Cohort 2 schools	Participation certificates given to teachers	December – June	To start in January 2006
		Teachers in Cohort 2 schools demonstrate mastery of modules	90% complete portfolios for qualification	March-June or later	Not started
	Institutionalization of teacher support in active learning	Strategy team recommends system of teacher support, focusing on mentoring	Comments and Recommendations	October	Completed – internal report generated
		Actions initiated, based on recommendations from strategy team	Specific activities conducted to institutionalize new learning techniques both pre and in-service	November – June	Plan to start in early 2006
	Revise modules 3 and 4 for second edition	Finalize Module 1 and 2 revision	2 nd edition modules	October	Completed
		Produce second edition of all four modules.	Modules placed in each school's resource center	March	Delivery of modules 1 and 2 in progress – decision made not to revise modules 3 and 4.

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 2: Effective career preparatory activities					
SEA Objective 2.1: Improved critical job seeking skills in students	Equip and supply Career Resource Centers in each school with material related to job seeking skills.	Place modules on job search skills in all career centers.	35 modules placed in schools	October - November	50 centers equipped – completed
		Teachers to incorporate job search skills into first and second year classes.	job interview, CV writing and career exploration incorporated into classroom exercises during 1 st 2 years	October – June	In progress
		Faculties and industry to place material in Career Resource Centers	Amount of material placed	continuous	In progress
		Teaching and school administration resources placed in the centers.	Materials printed and placed	Continuous	35 copies of two modules on job search and CV writing delivered.
	To provide opportunities for students to explore careers and develop leadership skills essential for career development.	Formation of local VSO chapters	Local organizations formed	Nov - April	13 local organizations functioning and 60 more schools invited to form VSOs by students and teachers
		Form National VSO organization	National organization formed	April	TBA
		Leadership training for VSO officers and teacher advisors	Tours or workshops held	July	TBA
		Career Develop Events, fairs and trade shows	Events sponsored by industry and VSOs	Nov - June	In progress, marketing plan, job interview, public speaking and issue forum foreseen.

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 2: Effective career preparatory activities					
		National Educational Rendezvous providing an opportunity for schools, faculties, industry and government to come together.	Participants in the event Attendees	April	TBA

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 2: Effective career preparatory activities					
SEA Result 2.2: Students participating in applied skill activities and career preparation activities	Increase the opportunities for students to have business experience while in high school	Real Firms (School Companies)			
		44 schools operating school companies	End of year financial reports Student records	June-July	TBA
		National competition recognizing successful companies (Rendezvous)	80 % of schools participate in competition	April	TBA
		Virtual firms (Training Companies)			
		Expansion of program to 3 firms per school	Number of classes	October	4 of 7 schools have expanded their program to include one extra firm.
		National Virtual firm Fair	Number of firms participating	April	TBA

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.2. Support a Training System for Professionalization of School Directors					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 3: Better managed, more flexible school administration					
SEA Result 3.1: Training of directors for certification and demonstrating competency	Start workshops for newly selected for up to 450 qualified directors selected according to law	Participants complete 6 workshops	Completed portfolios	November-April	Cohort 3 selected to start in January
	Assure smooth transition of training program to accredited institutes, providing training as needed.	All accredited institutions utilizing the program developed by DCP experts in both content and methodology	Report assessing needs in institution staff Summary information on any training conducted or information provided	Continuous	Awaiting decision of MoES on accreditation
	Assess the certification program and propose improvements	Interviews and analysis of the program with recommendations given	Mission report	October	Completed and report circulated to MoES/USAID/interviewees
	Produce material appropriate for assessing director job performance for various assessment bodies	Training course for inspectorate and/or other administrators developed	Material produced	January	TBA
	Provide training for the inspectorate and/or other institutions involved in director assessment	Training delivered and inspectors mentored.	Evaluative reports	January – September	TBA
	Identify needs for additional in-service training for directors	List of topics and/or modules being utilized by institutions for continuous training	Catalog of workshops/courses offered to directors	Continuous.	TBA

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.2. Support a Training System for Professionalization of School Directors					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 3: Better managed, more flexible school administration					
SEA result 3.2 Provide training / information to school boards	Develop list of reconstituted school board members	Database with of members/schools	Database	November	Names collected and currently being entered
	Conduct information meetings for school boards, mayors and directors	Meetings held with representatives of MoES, ZELS and other experts explaining the role of school boards, mayors and MoES.	Attendance roster	December-January	First meeting held for over 1000 participants featuring two Ministries and ZELS
	Facilitate the formation of a school board association	Association formed	Chartered Association	December - June	TBA
	Training provided to school boards through the association	Workshops/info meetings and other communication passing to school board members	List of meetings and documents	Continuous	TBA

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 4: Effective Project Management Systems					
SEA Objective 4.1: Effective monitoring of progress toward S.O. 3.4.	SO 3.4 Baseline Analysis and Follow-on	Report on annual survey	Report	October	Draft completed
		Conduct yearly survey of teachers and students using self-reporting instrument.	Survey conducted	March - May	Preliminary data being collected for sample selection
SEA Objective 4.2: Establishment of effective project monitoring systems for improved management.	Project component activity monitoring	Individual component result indicators developed, data collected and reports generated	Component reports	Punctual for formative activity based evaluation / June/July for component level	In progress.

5. Looking Ahead

The following chart is the calendar for activities currently planned for next quarter, grouped by component.

<i>Component</i>	<i>Date</i>	<i>Activity</i>
Director Certification	Jan 9-12	Director Training – Cohort 3/Module 3
	Feb 2-5	Director Training – Cohort 3/Module 4
	Feb 23-26	Director Training – Cohort 2/Module 5
	March 16-19	Director Training – Cohort 3/Module 6
Teacher Training	January – May	Cohort 2 dissemination workshops
	January - May	Cohort 1 – completion of portfolios
	February +	Mentoring plan developed in Cohort 1 schools
Career Development		
Career Centers	January 16-26	Workshops with students and teachers on VSO formation
	February-April	Development of contests and VSO activities for Rendezvous
	January-March	Delivery of additional modules and teacher material
Virtual Firms	March	Macedonian Fair sponsored by Kultur Kontakt
Real Firms	January	Delivery of equipment for 2 remaining school companies
Research, Monitoring, Evaluation	January	Final Report on Annual survey
	February	Summary report on components
	February – March	Defining SBS component progress indicator and monitoring plan
School Board Support	February	Regional meetings with all members of school boards
	March	Formation of task force to form an association

6. Success stories

Anecdotes are helpful to understand the impact of activities in the lives of teachers and students. This section gives snapshots of the effects of project activities.

5.1. Students training their peers

Students have taken on the task of teaching. Students at DSHTU “Marija Sklodovska-Kiri”, a vocational school with profiles in food processing and chemical engineering, responded to a request from their colleagues in the senior year of school for training in job searching and CV writing. They had attended the workshop for teachers and students managing career centers that covered these topics. They simply took it upon themselves to conduct workshops on their own. No experts, just initiative and a little help and encouragement from their teachers.

5.2. Lower unexcused absenteeism noted in inter-active classes

Selami Suli, a business teacher that runs a virtual firm and is a cohort trainer of teachers in critical thinking, literacy methodologies, decided to see how his classes measured up against his peers. He looked at the attendance records of 127 of his students and compared the frequency of unexcused absences from his classes to his colleagues’ classes. He found that absentee rate in his classes were significantly lower. He attributes this, in large part, to greater involvement of students in his classes.



Selami Suli preparing his team from the virtual firm

5.3. Vocational Student Organizations expanding

Thirteen student organizations have taken the initiative to expand to other schools. Students and teachers, who went to the USA and observed how VSOs enhanced the learning experience in high school, returned and founded organizations in their schools. Having achieved that they went to the next step of sharing their ideas and experience with colleagues in 59 other schools. Their ambition is to form a national VSO in 2006 that will serve all vocational students.



Students presenting their VSO to other schools

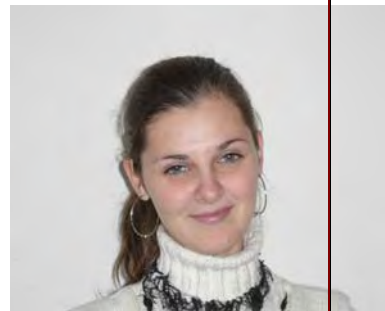
5.4. Private employment firms posts student CVs

Good things happen when business get involved with students. SEA used a private employment firm to develop modules and deliver workshops in job search skills, CV writing and job interviewing. When students started writing CVs the company was so impress that they offered to post their CVs on their website. Students are excited to see their CV on the web. Teachers collect the CVs from their classes and are sending them to the company who will be posting them in the near future. The following page shows an example of a typical student CV. When the project started, CV writing was identified by students as something they new little about and needed help. Now they are producing impressive products.

Curriculum vitae

Li~ni podatoci

Ime i prezime :Vaska
[indevska
Data na ra|awe:15.08.1987
Mesto na ra|awe:Bitola
Adresa:D.Orizari-Bitola
Telefonski broj: 047-265589.mob;
070857925
E-mejl: vaska_sindevska@yahoo.com



Obrazovanie

1.D.S.Z.U." Kuzman [apkarev"-
Bitola-2002
Veterinaren tehni~ar IVgod
2.O.U."Dame Gruev"-Bitola

Stranski jazici

- ❖ Angliski jazik-dobro
- ❖ Makedonski-odli~no
- ❖ [panski-odli~no
- ❖ Francuski-dobro
- ❖ Latinski-mnogu dobro
- ❖

Ve{tini i znaewa

- ❖ Mnogu dobro poznavawe na
WORD,EXEI,INTERNET
- ❖ Ambicioznost

Sposobnost

- ❖ Voza~ka dozvola B kategorija
- ❖ Timska rabota
- ❖ Kreativnost
- ❖ Komunikacija

Rabotno iskustvo

- ❖ Prakti~na nastava
- ❖ Proekno iskustvo

Li~ni osobini

- ❖ Znaewa:
 - Kreativnost
 - Rabotewe kako volonter vo
nevladinata organizacija Feniks
- ❖ Priznaniya i diplomi: